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ABSTRACT

One component of the final report of a 3-year project to train speech language pathologists and audiologists to deliver services to young children (birth to age 5) with communication disorders, the paper describes the academic curriculum and practicum experiences developed by the project. The report is structured around the following aspects: (1) the child, (2) the student trainee and the early childhood courses, and (3) the student trainee and both the interface with parents through the parent education practicum and the multidisciplinary staffing practicum. Coursework included: observation of normally developing children for 10 weeks of lecture and lab, preschool practicum for 2 half days with associated lecture and seminar; a self-contained language group experience with toddlers; an internship experience for 20 hours per week; and an externship for one semester. The syllabus including schedules, activities, and assignments is included. (DB)

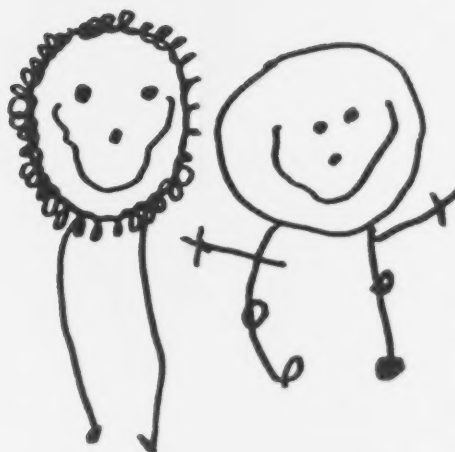
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The Developmental - Interaction

Curriculum: An Approach To Training

Sue McCord, Project Co-Director
Instructor/Consultant
University of Colorado, Boulder

Final Report for the United States Department of Education
Special Projects for the Preparation of Speech Pathologists
and Audiologists to Provide Competent Services to Handicapped
Children, Birth to Age 5

Competition: 84-029K Special Projects

EC 210 377

VI. Individual Reports on Project Highlights:

The Developmental-Interaction Curriculum: An Approach to Training

Historically the developmental-interaction approach has its roots in the progressive movement of the early part of this century; and is most often associated with the Bank Street College of Education. Philosophically this approach makes explicit two basic underlying premise:

".Developmental refers to the fact that growth and development involve not only an increase in physical size and sheer amount of knowledge, but also involve qualitatively different and increasingly complex ways of organizing and responding to experience.

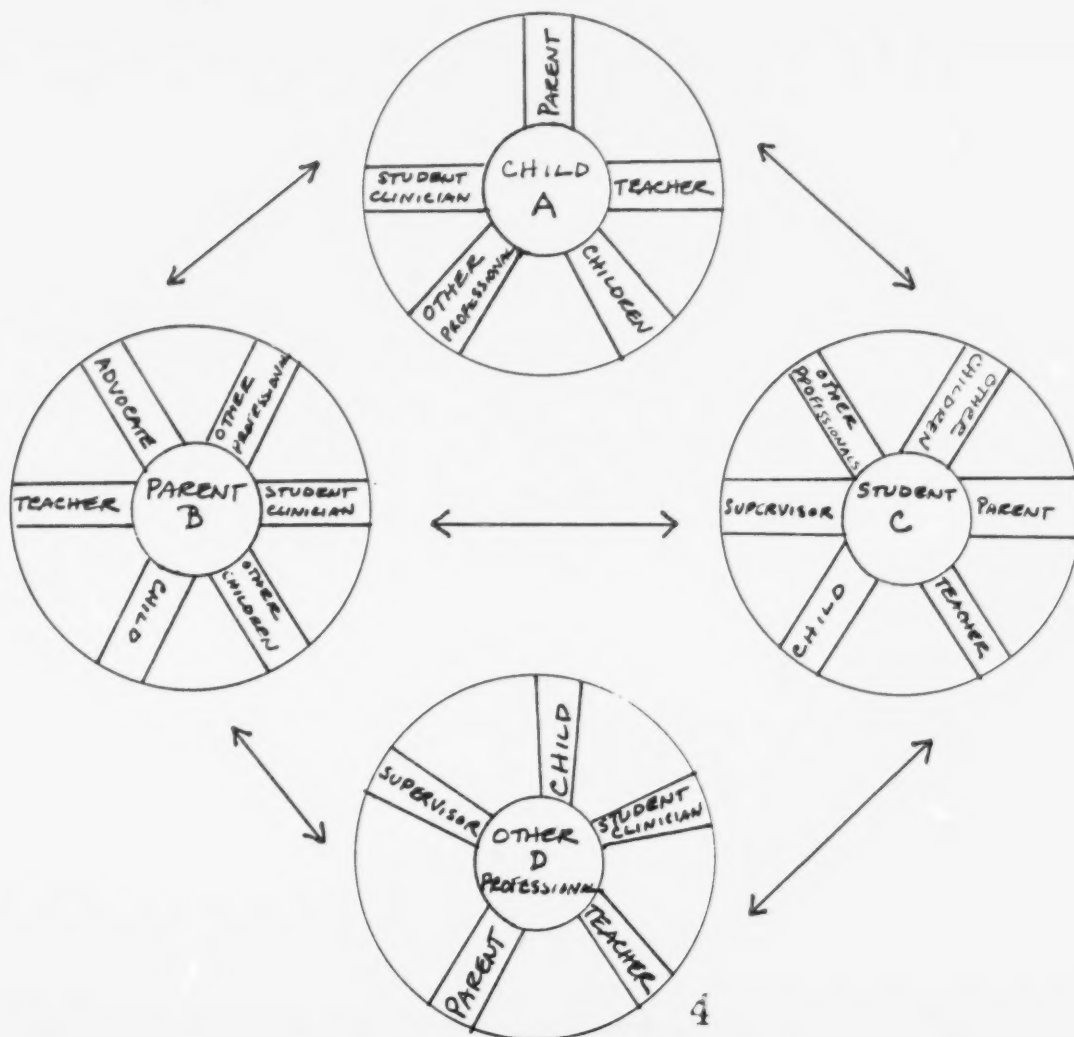
.Interaction refers to the child's interaction with the environment - the social and physical world in which the child functions - and also to the interaction between emotional and cognitive growth."¹

The special project funding from the Department of Education for the development of this curriculum allowed the staff at both the University of Denver and the University of Colorado, Boulder to expand and elaborate on the underlying premise stated above. In the emerging stages of this project, the approach was basically focused on the development

¹Boegelholk, B.D.; Cuffaro, H.K.; Hooks, W.H. and Klopff, G.J. (Eds.). (1977). Education Before Five: A Handbook on Preschool Education. New York: The Bank Street College of Education. p. 46.

of the preschool practicum curriculum. Early in the actualization of this project, however, the philosophy became an integral part of all three aspects of the training for: the children, the families, and the students. The growth and development of all persons involved and the interaction of all facets of this project are in fact the developmental interaction curriculum, an approach to training.

At the heart of this curriculum is the child and our growing capacity to understand his development through observing his play and interactions with the world and by working as a team with his family. This training approach can be diagrammed in the following way:



Each circle provides the focal point for our training. Circle A focuses on the child and how the child is perceived by the student, parent, teacher other children, and the team. Circle B focuses on the parent's needs as viewed by the various occupants of the "spokes," and likewise with Circle C and D. The critical aspect for the trainee will be the interaction of each circle, for it is within the dynamics of that interaction that the most complete picture of the child will be revealed.

Taking each circle individually, this report will describe the curriculum with a focus on the child; the student trainee and the early childhood courses; the student trainee and the (a) interface with parents, parent education practicum; and (b) the multidisciplinary staffing practicum.

1. The Child:

The developmental interaction approach for the child starts with the mainstreamed preschool in a department that is training speech-language pathologists and audiologists. There are two preschool groups comprised of five normally developing peer models and five special needs children in each group for a total of twenty children. The teaching team is comprised of an early childhood specialist, a speech-language pathologist, and students in training. Having this combination as a classroom team is enriching to all aspects of the program. Its unique indirect method of therapy has served as a fine model for our graduate students in training and for the many agencies that come to observe.

The curriculum in this classroom has at its core the understanding that all children are children first -- some may have special needs, but the critical, basic needs are the same for all children! It is a child-centered, experiential program with a wide range of developmentally appropriate, open-ended materials; a safe, warm, homelike environment; and adults who care deeply and have the experience and expertise that all children deserve. In this mainstreamed preschool, it is understood that development is a growth process resulting from the child's interaction with the emotional, physical, communicative, social, and cognitive world. Competence, choices as an individual, and the ability to engage in satisfying relationships with others through play is effectively encouraged. Integration of developmental uniqueness and quality interactions are fostered and assessed with skill while supporting the best of a child's human capacity.

It is in this mainstreamed setting that the trainees do their practicum and internship assignments.

2. The Student Trainee: The Developmental Interaction

Curriculum:

a) Early Childhood Coursework:

The focus of the training has been to provide the students with current basic and applied information regarding normal development of young children (birth to five) through the combination of academic coursework and a variety of practical experiences.

The coursework progresses in the following way:

- 1) observation of normally developing children: Communication through Play for ten weeks of lecture and lab;
- 2) Preschool Practicum for two half days in the classroom with one hour lecture and one hour issues seminar each week;
- 3) a self-contained Language Group experience with toddlers for two one hour sessions every week (2 trainees teaming as lead teachers) with a planning seminar and weekly feedback from the supervisor;
- 4) an Internship experience for 20 hours per week in the preschool with responsibility for planning leadership with the team and participation in the parent component for four grant trainees each year;
- 5) an Externship working with children with communication impairments in a community setting for one college quarter/semester.

The course goals, outlines, and assignments follow.

Observation in the Preschool:
Communication Through Play

COMMUNICATION THROUGH PLAY AND LAB

3 hrs cr.

	<u>Class:</u>	<u>Lab:</u>
Sep. 11	Course Introduction Assignments Refer- ence Book Review Preschool Visit	Weeks of Sep. 10-20 Observe for a total of 4 hours in both the a.m. and p.m. Your focus will be the selection of one peer model study child for you to work with all quarter.
13	Child Development: Theoretical Over view Preschool Pro- grams: Goals and Objectives	
18	Observing and Re- cording the Behavior of Young Children	
20	Physical Development Infant Through Five Years	Specific observation sheets to be completed in each de- velopmental area. Color code your journal writing in the following way so that you and I can both check on the source of your interpretations: Red-Emo- tional; Green-Cognitive; Blue-Physical; Yellow- Social
25	Cognitive and Language	
27	Development	
Oct. 2	Emotional	
4	Development	
9	Social	
11	Development	
16	Mid-term Exam	
18	Film: <u>Child's Play and the Real World</u>	"Getting to Know You" Warm-up with study child
23	<u>Workshop: Play and</u>	
25	<u>Your World; Play and the Child's World</u>	
30	Observation Skills (Developmental Links to Play) (Sociodramatic Play Inventory)	Directed observation and participation in the pre- school. Critical to re- serve time!
Nov. 1	Cognitive "Thinking"	
6	Play, Piagetian Tasks,	
8	and Participation in the Preschool	
13	Art Task: A Dimension of Playfulness & Unique Communication in Each Child	

15 A Quarter in Review

20 Final Exam

Goals:

1. To gain a better understanding of normal development through the careful observation of one child.
2. To be able to separate what is observation from what is interpretation.
3. To observe the integration of the core areas of development through play.
4. To gain a sense of wonder for the individuality of all children.
5. To begin to understand how a child represents the world through play and art.

Assignments:

- Class Texts:
1. Hawkins, Frances: The Logic of Action (L.O.A.)
 2. Segal, Marilyn and Adcock, Don: Just Pretending (J.P.)
 3. Observation notebook
- Written:
4. Weekly observational journals

"If we could say that understanding a child is like unraveling a mystery, then taking records is the gathering of clues." Cohen

ASSIGNMENT DUE SHEET #1
GUIDE SHEET FOR PLAY OBSERVATION

Observer:

Setting:

Date:

Time:

Number of children involved: ____ boys ____ girls

Approximate age(s)

1. Describe the atmosphere and environment in as much detail as possible:

2. What materials/playthings are available to the children:

3. Do you note any child's reaction that indicates satisfaction or dissatisfaction in what they are doing:

4. Record whatever the children are saying verbatim:

5. If adults are present, what is their role in any of the interactions:

6. Take note of any individual differences (communicative ability, thinking skills, physical, social, emotional development):

Personal Comments:

WORKSHEET

Select the individual child you plan to observe and record the following information as best you can.

Child's Name _____ Date of Observation _____
Age _____ Time of Observation _____

Physical Description of Child

What did you see the child do?

Activity	Behavior	Inferences

I. MOTOR DEVELOPMENT: SUGGESTIONS AND QUESTIONS TO CONSIDER:

Large motor development:

1. What is the child's overall posture?
2. How does the child negotiate large obstacles, for example, walk around chairs, climb ladders and other objects?
3. How does the child engage in an activity?
4. How would you describe the child's walk?
5. What is the general quality of the child's movement... e.g., tension, freedom?

Small motor development:

1. What small motor tasks does the child become engaged in?
2. To what extent does the child engage in small motor activities?
3. What can the child do with her hands and fingers?
4. How does the child crayon, draw or button?
5. Is there an observable degree of tension or relaxation in the child's fingers, hands and total body?

II. SOCIAL DEVELOPMENT: QUESTIONS TO CONSIDER:

1. What is the nature of the child's relationship with her peers?
2. To what degree does the child initiate contact, follow, avoid, and observe the other children?
3. Describe the nature of the group with whom she usually plays. (Note size of the group and sex of the children.) To what degree do these relationships differ in indoor and outdoor play?
4. What is the nature of the contacts she initiates with them? (For example, are they for emotional support, comfort, attention, information, or for solving problems?)
5. To what extent do the adults approach the child and what is the nature of their contacts with him?

III. COGNITIVE DEVELOPMENT: QUESTIONS TO CONSIDER:

How do we know a child is learning?

1. Is the child actively involved in learning or is the child passive?
2. Does the child show curiosity? About what? How often does he/she show it? In what ways? How does the child go about satisfying his/her curiosity? Does the child experiment? Is the search persistent?
3. Does the child ask questions? What kinds? Does the questioning seem to come out of a desire to find answers or to develop relationships? Do the questions make sense? Do the answers lead to action?
4. During story, does the child ask questions about what is in the pictures or why a character does something? Or on a trip, about the things she sees or hears, about the people, etc.?
5. Is the child an adventurous learner or restricted? Is she willing to take chances? Or does he, must he, do things the "right" way? For example, when painting, does the child always use the same kind of stroke, or try new ones, e.g., swirling lines, dotting with hard and soft motions, etc.? Does she enjoy mixing colors and creating new ones? During rhythms, story or group discussion, does he contribute anything that is unique and idiosyncratic?
6. Does the child start the activity with a plan and lose it along the way?
7. Does the child make an effort to understand what is going on? to master a skill? to solve a problem?
8. Is the child easily sidetracked? Is she easily distracted by other children? by noises? by arrivals and departures, etc.?
9. Does the child go through a series of steps in developing a product or an idea? Does he act hastily?
10. Does the child show persistence in exploring? in manipulating? in trial-and-error approaches? Or does she jump from one thing to another?
11. How does the child start an attack on a problem? by saying "I can't," or "I don't understand it?"

by examining the situation and arriving at a thought-out action? by eliminating extraneous factors? by picking a solution out of the air? by impulsively jumping in? by testing each possibility in turn in some kind of order? by selecting the important cues? Does the child have difficulty knowing what to do first?

12. Are there indications of persistence in working on a task? Or does the child concentrate on finding an answer and learning facts? Are facts important to the child to know? Or is the process of finding out itself exciting enough?
13. Which details, and how much, can the child remember of a story that has been read many times over or of an experience in or out of school? Or, when games are played in which each child has a turn to guess what object or objects of a number of objects displayed have been taken away, does the child remember the missing items? Is the child aware of who is absent? who came back to school?
14. Does the child have a variety of responses to questions or does she tend to stick to one answer?
15. Is the child relaxed or anxious in academic situations? Does he work steadily? withdraw? whine? bit nails? attack problems cheerfully?
16. How does a child respond to academic challenge? eagerly? indifferently? seriously? fearfully?

IV. EMOTIONAL DEVELOPMENT: QUESTIONS TO CONSIDER:

1. General self-image

How much confidence does he have about what he does? What he can do?

How a child approaches a new task? -or situation? -or person?

General mode - way he enters the classroom

How a child handles change - can a child adapt?

What are his relationships like -with peers -with adults?

What activities - does he seek?
Does he always do the same things?

Does the child always see himself in one way? (a bad kid)

Does he avoid certain activities -situations?

Does he show pleasure in what he does?

Quality of activities and involvement in class?

Way child adapts to transitions, separations?

2. Expression of feeling -

Does the child express/show a range of feeling
-sadness, anger, joy, etc.?

How does the child handle frustration?

How does the child manipulate others?

Are his emotions appropriate to the situation?

Can the child seek new outlets, expressions or his
emotions, or is he locked in certain responses?

How does he express positive affect - pleasure?
friendship? satisfaction? contentment?

How does he express negative affect? - anger,
pain, discomfort, aggression?

How does he express anxiety? What kinds of situa-
tions make him anxious? What happens to the
quality of his behavior? Can he accept supportive
comfort?

What makes him fearful? What does he do?

Does he communicate affect spontaneously?

Does he shift moods easily?

Can he accept affection? Can he express it?

How does he respond to pressure?

STAFF REVIEW
FINAL REPORT

NAME OF CHILD:
TEACHER:

DATE:

The child's physical presence (how he moves and speaks),
stance in the world and modes of expression: gesture,
posture, inflection, language, rhythm, energy

the child's emotional tenor and disposition: tone, expres-
siveness, intensity, range, pattern

the child's mode of relationship to other children: attach-
ments, variation and consistency, quality, range

the child's mode of relationship to other adults: attach-
ments, needs for nurturing, availability to support, depen-
dency, trust, independence

the child's activities and interests: modes of engagement,
pattern of involvement, intensity, large and small motor

the child's involvement in formal learning and school expect-
ations: modes of approach, interest, patterns and response
of involvement

the child's response to transition, new situations, school
structures: initial response, intensity, range of response,
resilience, resistance, compliance

the child's greatest strengths and the areas of greatest
vulnerability

Written by Patricia Carini, Prospect School, VT

Language Group Practicum

LANGUAGE GROUP PRACTICUM

I. Objectives include:

- A. Experience with preschool children who have language disorders within a self-contained group setting.
- B. Experience in the planning of a language stimulation group with team members.
- C. Experience in the management and facilitation techniques utilized in the execution of a language stimulation group.
- D. Experience in the development of individual goals for language impaired children and their implementation within the framework of a group setting.
- E. Experience in the management of a preschool environment (and its materials) to provide optimal stimulation for preschool children through that environment.

II. Requirements include:

- A. Contacting all parents of children in the group to inform them of date and time the group will resume for the quarter.
- B. Meeting with supervisor on a regular basis to discuss goals and procedures utilized in the language group as well as other issues which are relevant to the planning and execution of the language group.
- C. Turning in lesson plans and logs for the group sessions as requested by supervisor.
- D. Assuming responsibility, along with the other language group clinicians, for the language group room with regard to maintenance of materials and returning the room to order following each language group session.
- E. Establishing individual goals for each child in the group based on baseline information collected during the first two weeks of the quarter.
- F. Turning in an initial summary and final report to include individual and group goals, baselines and endrates as well as procedures utilized to achieve goals. (See previous language group reports.)

- G. Scheduling a conference with the parent or parents of each language group child early in the quarter to inform them of language group goals for their child, and at the end of the quarter to report progress made by that child.

Evaluation of Student
Language Group Practicum

Date:
Supervisor:

Student:

Please rate the following items using the number corresponding to the appropriate rating.

5 outstanding	2 below average
4 above average	1 unsatisfactory
3 satisfactory	

- _____ 1. Demonstrated competency in the execution of the "mechanics" of a language group including:

 - _____ A. providing a functional, stimulating environment
 - _____ B. providing age appropriate materials
 - _____ C. responsible for returning materials to store room and cleaning up environment
- _____ 2. Demonstrated competency in planning appropriate activities to facilitate group and individual goals.
- _____ 3. Utilized appropriate language and interactional strategies with the children to achieve desired goals.
- _____ 4. Demonstrated competency in the collection of data and development of appropriate group and individual goals for the language group children.
- _____ 5. Demonstrated competency in the written reporting of information in initial summary, final report, lesson plans and logs.
- _____ 6. Ability to follow through with two parent conferences in a professional, caring manner sharing with parents the language group goals for their child and the final progress report.

Introduction to Preschool Practicum

INTRODUCTION TO LAB PRESCHOOL PRACTICUM

Practicum/Lecture	Issues for Discussion
"Beginnings" Introduction to the Practicum - Expectations, Assignments, the First Day	The Story Book Curriculum: A Discussion and Introduction to Your Practicum Project
"Theoretically & Philosophically Speaking" A Survey of Theorists and a Selected Review of Preschool Program Philosophies	Profiles of the Preschool Children
"The Eclectic Preschool" The Developmental-Interaction Approach, The Role of Staff, The Role of Play, Theory to Practice	Issues Relating to your Questions on the Children
"How Does the Space Support the Goals" Creating the Preschool Environment	Generation of a Plan for the Loft and the Playground
"What's the Use" Exploring Materials (use, extensions, creation) <u>Film</u> : Foundations of Reading and Writing	Film Discussion and Related Issues
"A Sense of Wonder" Experiential Learning, Extended Learning, Hands-On Learning	Issues Related to Journals and Children
"Who Say I Haffto" Guidance of Behavior - Feelings Are An Integral Part of the Curriculum	Discussion of Guidance Issues Related to Journal Notations
"Their Behavior Tells Us What Their Words Cannot" Meeting the Needs. Childhood Stresses	Issues Related. Closure on This Experience For You and the Children
Final Exam	
Project Presentations and "Festivities" (Plan on staying the full two hours plus).	

INTRODUCTION TO LAB PRESCHOOL PRACTICUM

Goals:

1. To gain a better understanding of normal development in young children of differing ages, stages, and ethnic background (0-5 years)
2. To understand the mutual benefits derived from the mainstreamed setting.
3. To actively participate in the developmental-interaction approach which demonstrates the value of children's play
4. To learn effective ways to observe and manage behavior, present materials, create environments, and enhance one's own growth.

Assignments and Requirements:

Worksheets explaining each assignment will be handed out.

1. Autobiography (personal reflections)
2. Weekly journal (including first and final impressions on children)
3. Observational recordings on children each day of participation
4. Curriculum assignments
5. Guidance of behavior worksheet to be recorded in journal
6. Evaluating the learning environment
7. Idea gathering for loft and playground
8. Read handouts as assigned prior to class
9. Final paper
10. Final exam
11. A.S.H.A. hour credits (optional)

FINAL GRADE WILL BE BASED ON:

1. Class participation
2. Practicum responsibility
3. Journal and all other assignments
4. Final exam and final project

REQUIRED READING

- Arnaud, Sara. Introduction: Polish for Plays Tarnished Reputation.
- Carini, Patricia. Building a Curriculum for Young Children From an Experiential Base.
- Carson, Rachel. The Sense of Wonder, 1956. Harper & Row Publishers, N.Y.
- Duckworth, Eleanor. Piaget Rediscovered, 1970. Educational Services, Inc., Watertown, Mass.
- Griffing, Penelope. Encouraging Dramatic Play in Early Childhood, 1983. Young Children, Washington, D.C.
- Honig, Alice. Stress and Coping in Children, 1986. Young Children, Washington, D.C.
- NAEYC: Position Statement on Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8.
- Widerstrom, Anne. How Important is Play for Handicapped Children?
- Winner, Ellen. Where Pelicans Kiss Seals, 1986. Psychology Today.

PERSONAL REFLECTIONS:

To help us gain a better understanding of you, we would like you to write a brief autobiography for our first assignment. Try to include the following questions and as much as you choose to share about your family, where you've lived, your schooling, etc.

What kind of child were you? What ten adjectives would be most descriptive?

Can you remember one experience in your early years that has had a lasting influence on you?

What was the happiest event you remember? Age?

What particularly do you remember about your first day of school?

We all have certain sense impressions that are especially evocative of our childhood, and meaningful to us.

What sight comes to mind? Describe.

What sound(s)?

What touch/feel?

What smell(s)?

What taste(s)?

Each of us has a special memory of playing outside as a child... talk to your parents, siblings, other relatives, or old neighbors and have them help you remember as far back as you can. Describe in as much detail as possible all the paraphernalia, feelings, thoughts, activities (private or with others) which surround the incident of outdoor play that you remember best.

What single thing would you be sure to do with your own children?

What single thing would you never do to your own children?

JOURNAL ASSIGNMENT SHEET

"I have had the experience, but missed the meaning." We need to take time out to see where we've been and where we're going, so as not to lose the meaning. The journal is to be a recording of your learnings with children and adults in your setting. Using a notebook that can be turned in each Thursday:

1. Record your experiences. Include not only the "content" of your experiences, but also your feelings about the experience. Why do you think you feel this way?
2. What questions or new understanding come to your mind as you think about the children and about your new knowledge from class? Show the relationships between these two areas of experience.
3. Record your reflections. How did you interact with a child/children that day or feel about an experience that day? As you think about it, also look at your personal beliefs, values, reactions -- what are you learning about yourself or others and the situations you are experiencing?
4. In your first journal entry, please list the children's first names and give a quick first impression of each child.
5. In your final journal, please give a brief summary of each child including what you learned about this child over the eight-week period.

40-393.1 Intro to Laboratory Preschool

GROUP PROJECTS FOR PARTICIPATION IN THE PRESCHOOL

The challenge for our staff is to create a curriculum that links the individual needs and interests of the children with a rich understanding of the complex developmental process. The projects that you will take part in this Quarter will combine the two components of development and curriculum.

The Task will be to develop an experience for/with the Preschool children and families that will consume a week in preparation and actualization. One project will be for the 1st session group (your choice of a theme). The second session project will be a graduation festivity to take place on the last day of school.

Each project will include:

1. Involvement with children and families
2. All areas of the curriculum
3. A central Theme
4. Thorough planning, execution, evaluation

Ideas to think about for session one:

Field trip (Hall of life, Funtastics, Museum, Studio)
 Family gathering (Picnic, Play, Snack, Game)
 Storybook theme
 Celebration
 other (?)

We will go over this in detail in class

40-393.1 Intro to Laboratory PreschoolPLANNING SHEET

NAME

DATE

THEME/IDEA

1. GOALS:

2. Curriculum tree (form attached)

3. Week's schedule (form attached)

4. Materials Needed:

5. Food/Cooking:

6. Parent Involvement:

7. Setting (if other than the preschool what needs to be considered)

8. Preschool alone and/or language group included? (what needs to be considered)

9. Evaluation

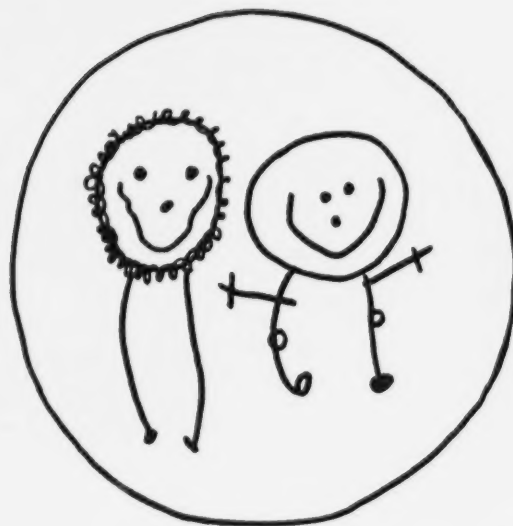
STUDENT EVALUATION--PRESCHOOL PRACTICUM
(5 outstanding - 1 unsatisfactory)

	5	4	3	2	1	Comments
1. Student's competency in carrying out practicum responsibilities in classroom:						
Planning ability						
Daily set up						
Clean up						
Record keeping						
Team compatability						
2. Student's demonstrated growth in understanding and implementation of appropriate interactions with children (0-5):						
Guidance of behavior						
Journal documentation						
Observational recordings						
General approach						
Communication skills						
3. Student demonstrated growth in understanding appropriate curriculum and materials for young children:						
Selected activities						
Final project						
Development of original materials						
4. Student completed all reading assignments as demonstrated on final exam.						
5. Student completed all written assignments including:						
Personal reflections						
Weekly journal						
Observational recordings						

	5	4	3	2	1	Comments
Guidance of behavior worksheet						
Environmental Evaluation						
Final paper						
6. Effectiveness of final project for mainstream developmental-interaction preschool:						
Age appropriate project						
Evidence of planning for all children						
Execution of project activities						
Competency in written form						
Appropriate bibliography						

Internship in the Preschool Setting

THE CHILD LANGUAGE CENTER



1985 - 1987

INTERNSHIP

INTRO-
DUCTION

"There was a child went forth every day and the first object he looked upon, that object he became."
--Walt Whitman

Welcome to this special world of children and to your internship in the Early Childhood Language Center. We look forward to your active participation and unique contributions to our ECLC team, the children, and their families. We hope this experience will help you begin to find a sense of confidence and respect for the kind of teacher/therapist you are in the process of becoming. May your style begin to emerge as you pull together all your human understandings of children, parents, and colleagues.

You will find yourself exhausted at the end of each day because thoughtful work with young children asks so much of you--energy, planning, commitment, judgment, decisions, understanding, flexibility! You will have times of being discouraged and many days of deep satisfaction. Children have a way of bringing a special meaning into your life and you in turn will become a significant other in their lives!

This is a time to "grow where you are planted." Take the risk to be all that you can be while the faculty is here to support and cultivate your attempts to learn! We truly see the internship as a partnership! Welcome to a meaningful experience!

Sue McLeod

*Julia
'84*

HOW DID
YOU GET
HERE?

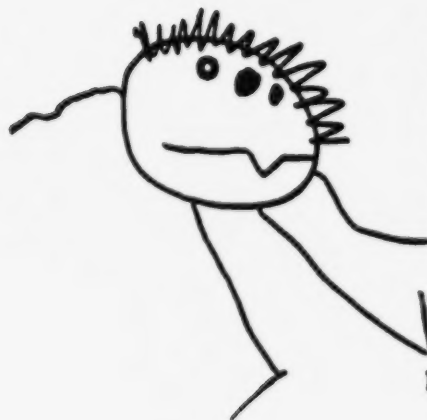
Through a grant from the Department of Education: Special Projects, we are engaged in preparing speech pathologists and audiologists to become competent providers of service to handicapped children and their families. An integral part of this preparation is to understand the theories and practice of normal development.

A BIRDS
EYE VIEW
OF THE
INTERN-
SHIP

As part of the student's training, we have instituted an internship in the Early Childhood Language Center Preschool. Each trainee will spend 20 hours per week in the mainstream classroom, taking on an indepth leadership role in the developmental-interaction approach. This approach, as applied in the ECLC Preschool, teaches the student to see the whole child. The child is viewed as an active learner who demonstrates his/her abilities through play and interaction with peers, parents, and significant others.

WHAT IS
THE
DEVELOP-
MENTAL
INTER-
ACTION
APPROACH?

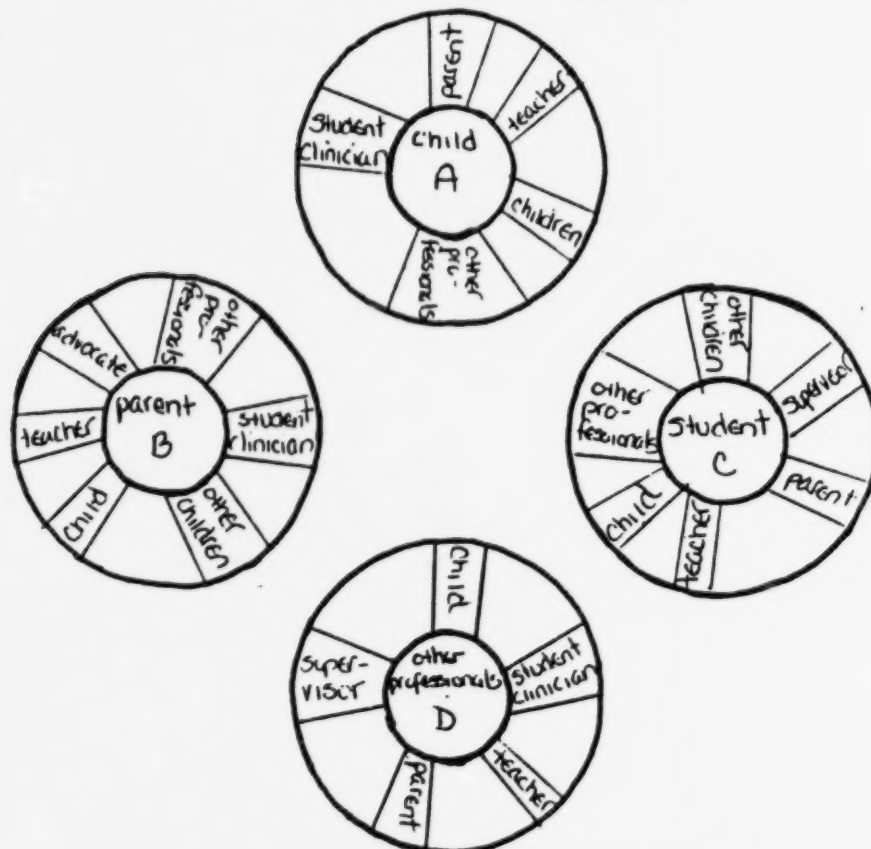
The theoretical foundation of the ECLC is the developmental-interaction approach. In this model, development refers to the predictable ages and stages of a child's physical, cognitive, emotional and social growth. Interaction refers to a child's external relationships with the environment, adults, and peers. It also includes the child's internal interaction of blending intellect and emotion.



It is the quality of the interactive relationship between the child, parent, teacher, clinician, peers, and other professionals that allows us to better understand the complexities of each child's individual style of learning and coping.

BILLY
1985

Developmental Interaction Approach



Each circle provides the focal point for our training. Circle A focuses on the child and how the child is perceived by the student, parent, teacher, other children, and the team. Circle B focuses on the parent's needs as viewed by the various occupants of the "spokes," and likewise with Circle C and D. The critical aspect for the trainee will be the interaction of each circle, for it is within the dynamics of that interaction that the most complete picture of the child will be revealed.

The developmental-interaction approach allows for indepth focus on team participation. The early childhood specialist, speech/language pathologist, and/or audiologist, along with the parents are the core team members that plan, evaluate and implement the program for the children at the center. To further involve parents there are innovative parent education programs provided including:

Individualized parent training regarding the hows and whys of parent-child interactions; Fathers' Support Group with bi-monthly meetings and workshops; parent counseling directed by two graduate students in child study; individual teacher/clinician conferences with parents as well as pre- and post conferences with parents of children being staffed; multidisciplinary staffings with parents and all professionals involved in the child's life.

GOALS OF
THE
DEVELOP-
MENTAL
INTER-
ACTION
APPROACH:

The goals of the developmental-interaction approach are to help children grow towards increasing physical, emotional, intellectual and social competence. The adults involved foster this through:

Encouraging active curiosity and enthusiasm for learning.

Having a deep and abiding respect for the integrity of children and other adults.

Striving to see the whole child and believing in his/her ability to grow.

Providing new opportunities to learn new information and develop increasingly complex problem solving skills.

Creating an atmosphere that recognizes children's feelings, ideas, and attitudes and help them express these in constructive and meaningful ways.

Promoting cooperative, prosocial interactions (trust/respect).

Encouraging each child to feel competent and proud of individual steps and accomplishments for himself as well as for others.

Interacting with each child and providing experiences at his/her developmental level of functioning.

GOALS AND OBJECTIVES OF INTERNSHIP:

WHAT ARE
THE
SPECIFIC
GOALS FOR
AN INTERN?

The internship in the ECLC will be a bridge from theory to practice, a chance to try your wings in a supportive setting and solidify your individualized philosophy. To attain this goal, you will need:

1. To be an active participant in all aspects of the total program.
2. To establish an understanding of normal development in regard to individual children and children within the dynamics of the group.
3. To observe, comprehend, and evaluate the advantages and complexities of a mainstream setting for all children.
4. To develop skills in working with a varied group of children, colleagues, parents and other professionals.
5. To ask questions. Questions lead to thinking and experiencing which is how real learning comes about.

INTERNSHIP RESPONSIBILITIES:

WHAT
SPECIFIC
RESPONSI-
BILITIES DO
I HAVE AS
AN INTERN?

You will be a vital part of our ECLC network, as an individual, a team member, and as a leader.

I. Intern as "New Kid on the Block"

As the "new comer," there will certainly be a brief adjustment period. The internship



makes a heavy demand on your life for this quarter -- it will be important at this time to have your life in order while you're in the classroom. The responsibility is for twenty hours a week for a ten week period.

There will be specific expectations on the part of the ECLC teachers. You need to set up a conference at least one week prior to starting the internship to gain a mutual understanding of the responsibilities that lie ahead.

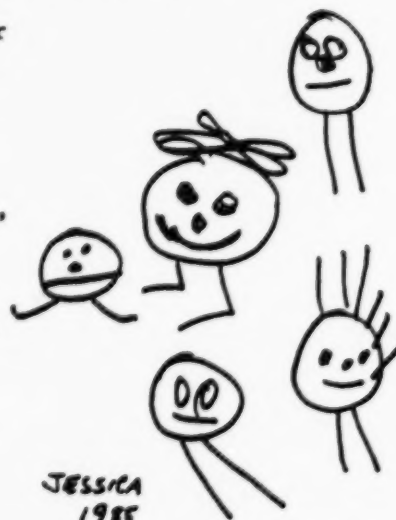
Familiarize yourself with the children, procedures, routines, work areas, classroom, storage, set up each day, supplies, etc. (TLC for the ECLC is attached, please read carefully.)

Dress comfortably in clothes that allow you to really play with the children. If you have a smock with pockets, it's a handy piece of equipment for preschool.

II. Intern as Team Member

Everyone plays hard on this team. It is truly a joint venture of shared chores, frustrations, and great joys!

The expectations will be developed in detail with the teachers. Briefly they include:



THE
CLASSROOM

1. The Classroom Responsibility:

- A. The daily set-up. Creating the learning environment each day to follow the weekly schedule.
- B. Greeting the children and parents as they arrive each morning. We want the children to enter a warm, unhurried place that they will grow to trust and respect as their place.
- C. Classroom responsibilities. Knowing the whereabouts of each child, observing when to stand-by, following through, being intune with the tempo of the room, playing with the children without "entertaining" them, and acting upon the simple needs of filling paint cups, helping to feed animals, etc.
- D. Transitions and clean-up. In a preschool setting this tends to be an unsettling time. Each adult needs to model, persevere, and help children to comfortably follow through.
- E. Departure time. Help to maintain a degree of sanity at this time -- it can be wild as shoes, backpacks, lunch pails, and cabbage patch babies all seem to disappear at this time. Be aware of each child leaving with his/her parent, babysitter, or assigned carpool. One adult will play "hall monitor" each day to assure that no one escapes without an adult attached to one hand. This is critical!

CURRICULUM
DEVELOPMENT:

2. Curriculum Development Responsibility:

- A. Each week you will plan the weekly schedule and nutrition component with the ECLC teachers and director.

- B. As you begin to understand the dynamics of this procedure, you will take on more of the responsibility for the process. Resources (both in books and humans) are readily available.

OTHER:

3. Other Responsibilities as Team Member:

- A. Each week the intern is responsible for writing the newsletter that will facilitate a fun and informative link between home and school.
- B. In the parent component the intern will be involved in various degrees with:
 -parent workshops, meetings, family gatherings, and the like
 -parent conferences
 -staffings
- C. The environment is an integral part of our program. To keep it alive, challenging, and organized -- the team must work hard together. The intern will be a very active participant in this process.

III. Intern as Leader:

The practicum is your "test run." Now as an intern you are a leader. In this role you will:

1. Serve as a role model for other students and the children.
2. Show children you trust them and they can trust you. That doesn't just happen -- it is earned!
3. Assume responsibility for classroom procedures, orchestration of the curriculum, environment, parent links, comfort of other students, and the welfare of our children.

PLAYGROUND:



4. Supervise not only the inside activities, but also the outside curriculum. To be included in the playground leadership:

- Remember: "Two teachers standing together is one teacher too many." Some adults tend to regard outside time as free time -- not here, interns!
- Check all equipment for safety.
- If particular equipment is in demand, establish a meaningful way to have children share or wait for their time.
- Try not to interfere with a child's activities prematurely. Give children time to resolve their own conflicts. (When danger or destruction are involved -- move in fast!)
- Always have one eye, if not one hand, on all climbing apparatus. With newly acquired skills, children often become over zealous and we need to be able to avoid serious falls!!
- Be playful, enjoy yourself and the children!

IV. Intern as Individual:

Hard work, thought, energy, imagination, sensitivity, and commitment make a first rate teacher/therapist. It can be exhausting! Make sure to:

1. Give yourself time to find inspiration in your work and strength for the children.
2. Provide a space for personal goals in pursuit of the internship. What do you wish/expect to derive from this experience.
3. Take the time each week to plan a brief meeting with your ECLC supervisors to keep the channels of communication flowing in both directions.
4. Try to gain the ability to have realistic expectations of yourself.

There is no need to fight against feelings of inadequacy and insecurity -- you are here to learn! We are all here to learn. No one is an expert in this setting. Some of us have just had much more experience. We want you to have a sense of control in this situation and open-ended communication with the ECLC staff.

V. Intern as Evaluator:

It is important to be discriminating/ analytical about what you observe, sense, feel so that you can subsequently develop your own style and competence. It will be helpful to:

1. Be in touch with your own feelings:
 - How do you honestly feel about children in general and about specific children -- bright, delayed, handicapped, troubled, etc.
 - What bothers you and how do you handle it.
 - Do you have concerns about working with parents of varying backgrounds and personality types.
2. Have an understanding of your personal goals and objectives.
 - What are your short term/long term goals in the internship. How will you and the ECLC staff judge whether you have attained those goals. It will be important for each individual to develop a system by which they will be evaluated.
3. An evaluation of the internship program will also be necessary at the end of your experience in order for us to analyze the effectiveness of such training.

IN
CLOSING:

As the end of your internship approaches, be aware of the children's feelings. They will know you well now and think of you as their friend. Often they find it hard to know that you are leaving. Find a way to make this departure meaningful and understood. They accept it more easily also when you assure them you will come to visit.



Remember that you hold much information about the school, the families, the children that must remain confidential. Remember also that a sense of humor is one of the best qualities to have. Nothing is so serious, so heavy that you cannot find a humanistic perspective.

You are entering a profession that is rewarding and deeply satisfying. It is creative and active because you are involved with the growing minds of children. If you help children find excitement in learning, you will give them something that goes beyond the ECLC and the therapy room.

"Feed a man a fish -- he eats
for a day. Teach him how to fish --
he eats for a life time."

We wish you well!

Evaluation of Students in
Preschool Internship

Student's Name _____

Supervisor's Name _____

Rating Code: 1 = unsatisfactory; 5 = outstanding

- _____ 1. Competency in scheduling, meeting, and fulfilling orientation procedures.
- _____ 2. Competency in completing classroom responsibilities including planning, setting up, clean up, and following through with facilitation of routines.
- _____ 3. Competency in completing curriculum responsibilities including planning of weekly activities, implementing plan effectively within the classroom and writing the weekly newsletter.
- _____ 4. Competency demonstrated in efficiently and effectively fulfilling parent component responsibilities including involvement in parent education program, parent conferences and staffings.
- _____ 5. Demonstrated leadership abilities and personal growth in developing of initiative, organizational skills, role model skills, and effective interpersonal interactions with children, parents, co-teachers, and colleagues.

Externship in an Off-Campus Setting

Externship in an Off-Campus Setting

All graduate students were given the opportunity to participate in an externship in an early childhood special education setting. The settings varied from a diagnostic center, which focused on identification of children with communication disorders to a classroom setting working along side an early childhood educator, to a hospital setting where exposure from the newborn to school age child was made possible. Externship sites were selected on the basis that they would include diagnostic experience, exposure to communication disordered children in individual and group settings, the opportunity to interact with parents, and participation in a multidisciplinary team. The externship provided students at the end of their program, the opportunity to integrate the accumulated knowledge gained in a potential employment setting.

Externship sites:

The Children's Hospital, Denver, Colorado
 Boulder Memorial Hospital, Boulder, Colorado
 Jefferson County Public Schools, Lakewood, Colorado
 Child Find, Denver, Colorado
 Boulder County Developmental Disabilities Preschool,
 Boulder, Colorado
 Aurora Preschool Assessment Center, Aurora, Colorado
 Douglas County Early Childhood Special Education,
 Castle Rock, Colorado
 Denver Public School Early Childhood Special Education,
 Denver, Colorado
 Easter Seals, Littleton, Colorado

STUDENT EXTERNSHIP EVALUATION FORM

STUDENT NAME: _____ EXTERNSHIP SITE: _____
 EXTERNSHIP INCLUSIVE DATES: _____

PLEASE RATE CLINICAL COMPETENCY WITH RATINGS AS FOLLOWS:

NA Not applicable 2 Below average 4 Above average
 1 Unsatisfactory 3 Satisfactory 5 Outstanding

	Mid Yr.	Fi- nal
I. CLINICAL COMPETENCE		
A. Evaluation skills		
1. Formal tests		
a. selection (appropriateness.....)		
b. administration.....		
c. flexibility.....		
d. analysis (scoring).....		
e. result interpretation.....		
f. integration/summary of results.....		
2. Informal Tasks (behavior sampling and ob- servation)		
a. appropriateness.....		
b. demonstrated understanding of young children.....		
c. efficiency.....		
d. interpretation.....		
3. Differential diagnosis.....		
4. Prognosis.....		
5. Recommendations/referrals.....		
6. Interview/counseling skill.....		
B. Treatment skills		
1. Goals/Objectives		
a. long term.....		
b. short term.....		
2. Preparation (procedures and materials)....		
3. Rationale.....		
4. Techniques		
a. organization (sequencing).....		
b. use of equipment and materials.....		
c. directions and explanations.....		
d. flexibility.....		
e. creativity.....		
f. rapport with families and children.....		
g. motivation (feedback, reinforcement)...		
h. cuing.....		
i. group process.....		
j. behavioral management.....		
5. Evaluation (data collection and analysis)...		
6. Counseling client and family.....		
C. Reporting skills (lesson plans, charts, re- ports).....		
1. Form.....		
2. Content.....		

EVALUATION OF EXTERNSHIP SUPERVISION

Date _____ Extern _____
 Supervisor _____ Site _____

Please rate the following items using the number corresponding to the appropriate rating.

NA Not applicable

- 5 Outstanding
- 4 Above average
- 3 Satisfactory
- 2 Below average
- 1 Unsatisfactory

SUPERVISOR

- _____ 1. Established appropriate requirements for externship performance
- _____ 2. Observed therapy and diagnostic evaluations for an appropriate amount of time.
- _____ 3. Exhibited skill in therapy and diagnostic evaluation and observation
- _____ 4. Provided adequate direction and guidance
- _____ 5. Demonstrated appropriate procedures for evaluating performance
- _____ 6. Demonstrated appropriate professionalism
- _____ 7. Demonstrated flexibility in response to feedback
- _____ 8. Was responsive and encouraging in supervisory interactions
- _____ 9. Demonstrated appropriate clinical skills
- _____ 10. Overall performance as a supervisor

EXTERNSHIP PLACEMENT

- _____ 1. Contained adequate equipment, materials and observational facilities
- _____ 2. Offered appropriate interaction with other professionals
- _____ 3. Offered adequate training in:
 - _____ a. Diagnosis of communication disorders
 - _____ b. Therapy with communication disorders
 - _____ c. Counseling concerning communication disorders